

Maine Learning Results

Health Education

Grades 3 - 5

A. Health Concepts: Students comprehend concepts related to health promotion and disease prevention to enhance health.

A1 Healthy Behaviors and Personal Health

Students explain the relationship between healthy behaviors and personal health.

A2 Dimensions of Health

Students identify examples of *physical, mental, emotional,* and *social health* during childhood.

A3 Diseases/Other Health Problems

Students describe ways to detect and treat common childhood diseases and other health problems.

A4 Environment and Personal Health

Students describe ways a safe and healthy school and community *environment* can promote personal health.

A5 Growth and Development

Students identify the general characteristics of human growth and development.

A6 Basic Health Concepts

Students define basic health concepts related to family life; nutrition; personal health; safety and injury prevention; and tobacco, alcohol, and other drug use prevention.

B. Health Information, Products and Services: Students demonstrate the ability to access valid health information, services, and products to enhance health.

B1 Validity of Resources

Students identify characteristics of *valid health information, products, and services.*

B2 Locating Health Resources

Students locate resources from home, school, and the community that provide *valid health information.*

C. Health Promotion and Risk Reduction: Students demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

C1 Healthy Practices and Behaviors

Students demonstrate age-appropriate healthy practices to maintain or improve personal health.

- a. Design healthy menus.
- b. Demonstrate basic care of the human body.

C2 Avoiding/Reducing Health Risks

Students demonstrate a variety of behaviors to avoid or reduce personal health risks.

- a. Demonstrate healthy and safe ways to recognize, deal with, or avoid threatening situations.
- b. Develop injury prevention and safety strategies for personal health.

C3 Self-Management

Students demonstrate strategies that can be used to manage stress, anger, or grief.

D. Influences on Health: Students analyze the ability of family, peers, culture, media, technology, and other factors to enhance health.

D1 Influences on Health Practices/Behaviors

Students describe how a variety of factors influence personal health behaviors.

- a. Describe how family, school, and community influence and support personal health practices and behaviors.
- b. Describe how peers and *culture* can influence health practices and behaviors.
- c. Explain how media influences thoughts, feelings, and health behaviors.

D2 Technology and Health

Students describe ways technology can influence personal health.

D3 Compound Effect of Risk Behavior

No performance indicator.

E. Communication and Advocacy Skills: Students demonstrate the ability to use interpersonal communication and advocacy skills to enhance personal, family, and community health.

E1 Interpersonal Communication Skills

Students demonstrate effective verbal and nonverbal *interpersonal communication* skills to enhance health.

- a. Demonstrate appropriate listening skills to enhance health.
- b. Demonstrate effective verbal and non-verbal communication skills including assertiveness skills to enhance health.
- c. Demonstrate how to ask for assistance to enhance personal health.
- d. Demonstrate refusal skills to avoid or reduce health risks.
- e. Demonstrate non-violent strategies to manage or resolve conflict.

E2 Advocacy Skills

Students encourage others to make positive health choices.

- a. Express opinions about health issues.
- b. Give accurate information about health issues.

F. Decision-Making and Goal-Setting Skills: Students demonstrate the ability to make decisions and set goals to enhance health.

F1 Decision-Making

Students apply *decision-making* steps to enhance health.

- a. Identify health-related situations that might require a thoughtful decision.
- b. List healthy options to health-related issues or problems and predict the potential outcomes of each option when making a health-related decision.
- c. Choose a healthy option when making a decision.
- d. Describe the outcome of a health-related decision.

F2 Goal-Setting

Students utilize *goal-setting* skills to implement a short-term personal health goal.

- a. Set a short-term personal health goal.
- b. Identify resources to assist in achieving the health goal.
- c. Track progress toward achieving the goal.

F3 Long-Term Health Plan

No performance indicator.